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ABSTRACT

This book is intended to help professionals differentiate among processing disorders in children in kindergarten through high school so that intervention efforts can become focused and more effective. It explains how to differentiate among processing disorders, discusses the major processing models, explains assessment procedures, and outlines intervention strategies across types of processing disorders. Specifically, chapters address: (1) bottom-up versus top-down processing models, the neurology of processing and learning, and processing disorders; (2) the central auditory processing model, which discusses the anatomy and physiology of the auditory system, neurological maturation of the auditory system, and the philosophy of central auditory processing; (3) the language processing model, which discusses the anatomy and physiology of the language system, neurological maturation of the language processing system, the philosophy of language processing, and provides an outline of functional units; (4) behavioral characteristics in processing disorders; (5) processing assessments for central auditory processing, functional auditory skills, and language processing; (6) remediation for auditory processing disorders, which discusses compensatory strategies and specific skill strategies; and (7) additional intervention ideas, which discusses Bloom's Taxonomy and multiple intelligences and includes a sample diagnostic report. Quiz questions are included for testing knowledge on the central auditory processing and language processing models. (Contains 54 references.) (CR)

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